



## **Pupil Premium Plus**

This section of our pupil premium strategy focuses on those pupils eligible for PP+ funding and is rooted in our moral imperative to close the attainment gap for our most vulnerable learners, particularly those who are looked after or have been previously looked after.

We recognise that children eligible for Pupil Premium Plus funding often face complex and intersecting barriers to success, including disrupted education, emotional trauma, and reduced access to enrichment opportunities. Our intent is to provide a nurturing, inclusive, and aspirational environment that actively removes these barriers and enables every child to flourish, building on those strategies already outlined within the Pupil Premium Strategy.

This strategy is not static; it is a fluid document, reviewed annually and adapted responsively to meet the evolving needs of our pupils. We are accountable to our pupils, their families, and our community, and we will rigorously monitor the impact of our actions to ensure that every child in our care is empowered to succeed.

As a Trust, and as an individual school, we will adopt and implement the following – adapting as and when necessary for individual pupils.

### **Our Approach:**

#### **High-Quality Teaching**

- Invest in evidence-based CPD for staff (e.g. feedback, explicit instruction etc.).
- Use formative diagnostic assessments to identify learning gaps and tailor teaching.
- Embed mastery/fluency learning and scaffolding techniques.
- Implement curriculum planning that prioritises knowledge-rich content and accessibility.

#### **Tutoring and Academic Support**

- Provide structured 1:1 or small group tuition.
- Use targeted literacy and numeracy interventions.
- Deploy staff to deliver structured academic support.
- Offer extended school time (e.g. after-school catch-up/boosters/intervention).

#### **Digital Inclusion**

- Provide in-school access to devices and the internet for learning at appropriate after school and lunch clubs.
- Offer training to carers in digital literacy and safe online practices through the Qustodio app.

### Social, Emotional & Mental Health Support

- Provide access to ELSA support, or mental health/inclusion support in school.
- Signpost to external mental health support where necessary
- Create accessible spaces for pupils when they need additional help and support.

### Behaviour and Well-being

- Implement restorative practices and positive behaviour curriculum.
- Use behaviour 'mentors' or pastoral staff to support regulation and relationships.
- Offer structured routines and consistency for pupils with challenging behaviours.
- Implement Pastoral Intervention Programmes (P.I.P.s) to support behaviour and well-being both pro and reactively.

### Attendance and Engagement

- Monitor attendance closely and intervene early with mentoring or family or multi-agency support.
- Use incentives and personalised plans to improve punctuality and school belonging.
- Collaborate with families to address barriers to regular attendance.

### Parent/Carer Engagement

- Run workshops and events to involve parents/carers in learning.
- Use flexible communication methods (e.g. texts, translated materials).
- Provide Home Intervention Programmes (H.I.P.S) to support collaborative pupil interventions
- Offer home visits or family support, where needed.

### Cultural Capital and Enrichment

- Support access to trips, clubs, music lessons, and cultural experiences.
- Enhanced career services – ensuring bespoke support is offered.
- Invite aspirational speakers and role models into school.

### Transition Support

- Offer enhanced transition programmes, recognising the importance of a sense of belonging.
- Provide enhanced careers guidance and support with next steps/post-16 planning.
- Use pupil voice and personalised plans to ease transitions.

### Basic Needs Provision

- Ensure access to free school meals and breakfast clubs.
- Provide uniform, PE kit, and essential school supplies.
- Refer families to food banks or community support services, if needed.

### Exclusive support for PP+ Pupils

- Collaborate with Virtual School Heads (VSH) to align PP+ funding with Personal Education Plans (PEPs).

- Use trauma-informed approaches and multi-agency working (e.g. CAMHS, social care).
- Offer group-based activities and mentoring tailored to looked-after children.

**Allocation of funding:**

As stipulated in statutory guidance, this school manages the PP+ allocation for the benefit of the **cohort** of looked after or previously looked after children and according to children’s needs. It is not a personal budget for individual children; however, both VSHs and school may choose to allocate an amount of funding to an individual to support their needs. The school’s designated teacher (Colin McLaughlin) has a key role in ensuring the specific needs of looked-after and previously looked-after children and ensuring that this is reflected in how pupil premium plus is allocated.

Promoting the education of looked-after children and previously looked-after children

**School specific: (£52,600)**

Priorities/challenge detail for PP+:	Intended outcome:	Success criteria:
Some PP+ pupils struggle to maintain good attendance.	PP+ pupils with attendance below expectations receive effective support so they can increase attendance to the school target and beyond, wherever possible.	<ul style="list-style-type: none"> <li>• Targeted group work is implemented with attendance officer to identify barriers to attendance and how to overcome these so that there are improvements in attendance.</li> <li>• Rewards initiatives are implemented for identified pupils, in addition to the school-wide rewards system so there is equity for all.</li> <li>• Effective work with EWOs to support parents/carers in improving attendance and demonstrable improvements are evident because of effective partnerships.</li> </ul>
Some PP+ pupils have social, emotional and mental health (SEMH) needs impacting engagement and progress.	PP+ pupils with SEMH needs receive effective support so they can engage positively with learning. Identified pupils make improved progress across the curriculum. Pupils will access a wide range of enrichment	<ul style="list-style-type: none"> <li>• Targeted SEMH interventions show clear, positive, impact on identified pupils’ engagement, regulation and attainment across the curriculum.</li> <li>• Multi-agency involvement is effective</li> </ul>

	<p>opportunities and raised aspirations, including appropriate CIAG provision.</p>	<p>and supports pupils' individual plans, as and when appropriate.</p> <ul style="list-style-type: none"> <li>• PP+ pupils demonstrate improved self-regulation, reduced behaviour incidents and increased participation in learning and extra-curricular activities.</li> </ul>
<p>Some PP+ pupils struggle to make the academic progress we would expect of them.</p>	<p>PP+ pupils that are underachieving receive effective mentoring and academic support so that they can improve their academic outcomes and, where appropriate their pastoral outcomes too.</p>	<ul style="list-style-type: none"> <li>• SLT/DoL to identify barriers to progress and appropriate mentoring is implemented.</li> <li>• Mentors have regular contact with parents / carers to support with pupil progress and softer skill development.</li> <li>• Effective mentoring and support show that students make academic gains over time across the range of subjects they study.</li> </ul>